



California High School Networks Project

Network News

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Creating the New California High School

May 1997

Assessing The Assessment Tests

State Board of Education Oversees Test Review

In a recent closed session meeting with the State Board of Education, the Statewide Pupil Assessment Review Panel (SPAR) unveiled its recommendation for standardized, statewide assessment tests for students grades 2-10. The State Board members in general reacted favorably.

"I was very pleased," Board Member Gerti Thomas said in open session. "I don't know enough adjectives to describe how those people put their whole hearts into this [review]. They know that their children will reap what we sew here today."

"They really worked hard," Thomas said. "Thousands of items were read and assessed and only 15 [tests] did not meet the various rigorous standards. Seventy-four test series equivalent to 600 or so different tests were looked at."

It was Assembly Bill 265, signed into law in October 1995, that mandated that the State Superintendent of Public Instruction review achievement tests for school district use. Based on this review, the Superintendent is now recommending that the State Board of Education approve tests that meet specified criteria for use by school districts as part of California's pupil assessment program. Any school district that tests all of its students grades 2 through 10 with the State Board approved tests in reading, spelling, written expression and mathematics, is eligible for incentive funds of \$5 per student tested. The criteria used for the 1997 California Test Review are outlined below:

1. Validity (including special populations).
2. Reliability.
3. Comparability (across tests and longitudinally).
4. Alignment to statewide content and performance standards.
5. Reasonable alignment with the curriculum frame works in terms of content coverage until the statewide standards are in place.

State Superintendent of Public Instruction Delaine Eastin and the SPAR panel both recommended a battery of tests that sufficiently adheres to the California Test Review criteria. The State Board followed the recommendations and, in addition, approved another test group that passed technical and content review but were not recommended by SPAR. The State Board approved those tests contingent upon corrective adjustments being made by the test publishers. The appeal process for test publishers continues with the May State Board meeting.

"This has been a long, long road, but California will be put on the map for testing, and we are going to have assessment that is going to lead the nation," said State Board President Yvonne Larsen after the 7-0 and 6-1 votes on the SPAR recommendations.

"It's been a painful process for all of us and I know many of you have agonized with us along the way, but I hope that as we continue to refine this, we're going to come up with what really is a very credible, valid, appropriate and outstanding assessment procedure for the state of California," Larsen said.

CDE Standards Curriculum and Assessment consultant Gerry Shelton, explained that the department discussed a three-year plan for assessment implementation with the Legislature before it ever passed AB 265 mandating assessment tests.

"The first year was basic research, the second year, which is where we are right now, is testing the methodology and the third year is refining that methodology," Shelton said. "This is a methodology that does not exist."

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INSIDE NETWORK NEWS

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It is something that was attempted back in the late 1960s and it was too huge to be handled at that time and now we're trying to tackle it again with some new approaches. I can't guarantee it until we see the results of the research. This research is on the cutting edge, and one of the big issues is how accurate these projections will be."

The State Board is meeting again this month and Shelton says it may discuss creating an appeal cycle for any publisher not approved for technical or content coverage reasons.

"The SPAR panel works in closed session only," Shelton said. "Test items are the life-blood of the corporation like CTB/McGraw-Hill, Harcourt Brace, Riverside Publishing, and Scholastic Testing Service. They spend tens of millions of dollars developing tests and are very conscious about who is allowed to review it. They have to send us their stuff or they won't have a market, there's a lot of liability involved."

Meanwhile, the State Board will be hearing appeals from publishers whose exams were not approved. The Board has reversed itself in the past, and so publishers expressed optimism at the February meeting. The process will be completed by the fall.

I've come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

Golden State Diploma

California's class of 1997 will be the first afforded the opportunity to receive the Golden State Diploma, the first honors diploma. Seniors who participated in the Golden State Examination last spring were assessed on knowledge of subjects and their ability to apply that knowledge. With the exception of written composition, all of the exams include a balance of multiple-choice items and questions or problems that require written responses. Those students who tested last spring and are now graduating seniors are eligible to receive California's first honors diploma based on their scores.

In December 1996, the California State Board of Education voted that students must attain high honors, honors, or school recognition designations on six Golden State Examinations to be eligible for the Golden State Diploma. Students must reach this level of achievement on the Golden State Examinations in written composition, U.S. history, mathematics and science. The two other Golden State Examinations used to qualify for the diploma are the student's choice.

"To be eligible for the Golden State Examinations in June 1997, this year's seniors must have attained one of the top three achievement levels on the GSE for U.S. history in spring 1996, since this is an eleventh grade exam," according to Delaine Eastin, State Superintendent of Public Instruction. "We now are asking all school districts that had students achieving one of the top three achievement levels in last

spring's U.S. history exam to identify Golden State Scholars who during their high school career may have met all of the other requirements for the Diploma. Those outstanding students will be the first to receive the Golden State Diploma."

In the spring of 1996, 474,562 Golden State Examinations were administered. There were 153,918 awards of high honors, honors, or school recognition was received by participants who were named Golden State Scholars: 41,664 students tested in first-year algebra; 30,594 in geometry; 25,206 in U.S. history; 9,334 in economics; 27,315 in biology; 19,120 in chemistry; and 3,221 in second-year coordinated science. Lists of the Golden State Scholars have been sent to schools, school districts, and county offices of education. Many businesses, community organizations, and legislators host special events for these students. Reports of GSE events held across the state indicate a high interest within local communities for recognizing their GSE scholars. The 1997 dates have been set for the nine Golden State Examinations to be administered this year. The economics and written composition exams were administered in January; other exams and a second administration of written composition and economics are scheduled for May.

"The GSE designations and the new Golden State Diploma will spotlight for colleges, universities and future employers which students in California have far exceeded high statewide standards of achievement," Eastin said. "Because Golden State Examination participation has been voluntary for districts and students, the percentage of students taking the tests differs among schools; thus, comparisons among schools and districts might lead to false conclusions or unfair evaluations."

What Matters Most is Worth Extended Study by Educators

by Dennis Sparks

"Standards for students and teachers are the key to reforming American education. Access to competent teachers must become a new student right. Access to high-quality preparation, induction, and professional development must become a new teacher right." Those powerful premises are the basis for *What Matters Most: Teaching for America's Future*, a thought-provoking report of the National Commission on Teaching & America's Future that deserves serious study by schools and universities. *What Matters Most* argues that schools should be genuine learning organizations for students and teachers and that "challenge grants" be provided to schools for teacher learning linked to school improvement. It also recommends that principals be prepared, selected, and retained based on their understanding of teaching and learning and their ability to lead high-performing schools.

The report's most provocative recommendations address time, staff development funding, and the reward system for teachers. To increase the time teachers have to learn and work with colleagues, the report recommends flattening district hierarchies so more resources can be invested in the classroom and less in non-teaching personnel.

To buttress its recommendations, the report describes how many European and Asian countries prepare and support teachers. These teachers receive more extensive training in content and pedagogy than their U.S. counterparts and have more regularly scheduled time for ongoing learning and work with their colleagues. They also work in settings that have been structured to allow them to know their students well.

For instance, teachers in Germany, Japan, and China spend 15 to 20 hours each week working with colleagues on developing curriculum, counseling students, and pursuing their own learning. This time is made possible in Europe and Asia because classroom teachers there make up 60 to 80 percent of public education employees, in contrast with about 43 percent in the U.S. Increasing the proportion of education personnel in this country who have teaching responsibilities would mean curriculum specialists, special educators, and counselors, among others, would assume some classroom responsibilities as part of instructional teams. Teachers would not only teach youngsters but would have more time for ongoing professional development through joint planning of lessons, research, curriculum and assessment work, study groups, and peer coaching.

What Matters Most laments the low funding and unproductive practices in professional development in U.S. schools. It recommends devoting at least one percent of state and local funding to high-quality professional development. States also should provide matching funds so districts can devote up to three percent of total expenditures on professional development.

Another critical recommendation of *What Matters Most* addresses the teacher reward system. "Current incentives only haphazardly reward learning aimed at better teaching. Monetary incentives take the form of salary increases tied to graduate course taking, which rewards seat time, not greater effectiveness," the report says. Instead of the current system based on experience and graduate degrees

earned, the report recommends redirecting a portion of that compensation to recognize teachers' knowledge and skill. Standards developed by the National Board for Professional Teaching Standards (NBPTS) could be used to recognize such knowledge and skill. The report suggests states and school districts offer incentives so that by 2006 each of the country's 105,000 schools will have at least one NBPTS certified teacher.

The National Commission on Teaching & America's Future's recommendations are bold and provocative. They are consistent with NSDC's advocacy for staff development that is results-driven, standards-based, and job embedded. Both organizations share the conviction that ongoing, high-quality professional development is essential to reform and that teachers must have time to learn and work with colleagues.

Recommendations as provocative and far-reaching as those in *What Matters Most* will not be readily accepted. Implementation will require extended study and dialogue that allows educators, parents, and community members to work through the report's meaning and implications. But if we truly believe every child has the right to a competent teacher and every teacher the right to preparation and support that leads to that competence, this report's recommendations cannot be ignored.

A copy of What Matters Most is available for \$20 from the National Commission on Teaching & America's Future, P.O. Box 5239, Woodbridge, VA, 22194-5239. Phone 212-678-3204.

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Villa Park High School Seniors, They Keep Going and Going and Going ...

Villa Park High School seniors have something special awaiting them in their English classes: Dominick Corradino and Norman Johnson.

This tag-team, teaching duo has launched a "Senior Project" known simply as the Senior Learning Project. But one look at this dynamic undertaking and it's clear there's nothing "simple" about it.

"Our project is three-fold: the kids choose an outside project, keep a journal, and compile a portfolio. The project is 8 percent of their final English 12 grade," according to Corradino. "It has to be hands-on and it has to be demonstrable."

The idea, says Corradino, is to stimulate the idea that learning goes on constantly. Students have chosen projects like learning to ride a unicycle, play a musical instrument, direct puppet theater, and cook. Some are taking classes at the local junior college. They sign up with mentors, check in every week and at the end of the school year, and perform for teachers, parents and classmates.

"Seniors are always complaining that they don't learn anymore," says Corradino, "but this is something we're playing with, doing some creative tinkering, so that seniors can walk out of here with something to show for their four years here."

Corradino prides himself on being very independent and creative in his work. He says he is a 32-year Villa Park High veteran, a member of the original teaching staff, and he loves his job.

*"I taught myself that
life is rich and full if
you are not just one-
dimensional."*

If this doesn't work, we'll move on to something else. High school kids are children in adult bodies and they will rise and fall to our expectations," Corradino says. "I don't police them. I am not going to worry about it if the kids don't get their projects done. This isn't up for grabs. It's a requirement. The kids are doing it, however, and are quite proud. The projects are as varied as the kids want them to be."

Corradino is a gourmet chef and is currently mentoring four students

in culinary arts. He also took up the bass guitar at the tender age of 45 and now plays in a country western band.

"Learning is not just about academics. Kids graduate and what do they have? I want to get them working on a portfolio in grades 9 to 12. A portfolio can be designed as a job hunting tool. It's an example of what they've done in their four years of high school; something to show a prospective employer or college."

Meanwhile, some students have chosen projects that allow them to turn to their parents as mentors. The tag-team instructors see that as an added benefit. Students are so eager to participate in the project, Villa Park juniors are already paring off for group projects in their senior year.

It's low-key and fun," Corradino says. "The payoff will be getting parents and teachers participating with us and 350 seniors at evaluation time. I taught myself that life is rich and full if you are not just one-dimensional."

Villa Park High School is in Network 'O' where Principal Dan Burch is Co-coordinator.

"Stay In Touch"

"Stay In Touch," is a Transition Program pilot model, developed by San Bernardino High School in response to the superintendent's 9th grade objective. We believe, if a student feels connected to the school, finds a relevance between their future, and develops powerful advocacy with staff, THAT student will stay in school. Consequently, "Stay In Touch" targets 9th grade students identified as being at risk of dropping out of school.

For more information contact Chris LeRoy (909) 880-6824

Economics Education

by *R. Jim Charkins, Ph.D.*

Economics Education has a new direction in California. What was once known as the “dismal science,” has in the last few years been transformed into the “blissful art.”

Working with educational, business and community leaders, Economics America of California (formerly known as the California Council on Economic Education) is spreading the “good news of economics” to schools and school districts throughout the state. The mission of this non-profit organization is to help the people of California, in particular K-12 children, use economic reasoning and information about the market system to make informed decisions as consumers, workers, and citizens.

Emphasizing only the aspects of theoretical economics that have relevance to students’ lives, Economics America of California staff help teachers integrate economic reasoning into their curriculum at all grade levels and across the disciplines. There are really very few economics concepts that students need to understand in order to use the discipline to their advantage. Economics America of California uses nine principles to teach children economic reasoning and the rules of the U.S. economy.

Economic Rules & Reasoning

1. People choose—Scarcity is the basic economic problem and choice is the consequence.
2. All choices involve benefits and costs. When people choose, they accept one alternative and give up another. Deciding to make no choice is a choice and has consequences.
3. Informed choices involve benefit/cost analysis; choices affect the decision-maker and others.
4. People respond to incentives.
5. Voluntary exchange, both domestic and international, is a win-win situation for the traders.
6. In a market economy, prices identify how scarce one good or service is compared to other goods and services. Prices determine who gets what goods and services. Prices are determined by supply and demand. In a market economy, profit is the incentive for entrepreneurs, competition is the regulator.
7. In a competitive labor market, income depends on the skills of the worker (productivity) and the demand for those skills.
8. An economy’s performance is measured by changes in such economic indicators as Real Gross Domestic Product, Employment and unemployment, and the price level.
9. Government influences the economy in both a macro and a micro sense.

“All of this is to promote the economic way of thinking and help students prepare themselves for the economy they will enter when they leave school.”

In language arts, students at all grade levels are taught to investigate the decisions made by literary figures. In the social studies, students are taught to use benefit/cost analysis to analyze personal decisions, decisions made by historical figures, and decisions that society and politicians face today. In math, students are taught to analyze personal financial decisions to gain better economic reasoning and the rules of the U.S. economy to help students see the connection between the work they do in school and the life they will have after school. All of this trains students to apply critical thinking to the world around them.

To help teachers see the connection between economics and their curriculum, Economics America of California is working with the California Department of Education on state economics standards and is seeking funding from the Legislature to train teachers to teach the mandated high school economics course. All of this is meant to promote the economic way of thinking and to help students prepare themselves for the economy they will enter when they leave school.

R. Jim Charkins is Executive Director of Economics America

Multiple Intelligences

Margo Jim, Special Ed.

Lincoln High, East LA

The purpose of this article is to describe my first experience with using Howard Gardner's theory of multiple intelligences as an approach to my instruction and assessment of student learning. This is an explanation and analysis of an assessment project I attempted with my special education classes.

Background

At the beginning of the school year, I gave all my students a test to determine which of their intelligences was strongest. I used this information to help tailor instruction to meet their strongest ways of learning. By December, the students were ready for a project based on this approach.

Project Description

- The project could be anything the students chose to do with some guidance from the teacher.
- It would involve research and necessitate having library cards or access to computer information.
- The project would be due on the day of final exams and would take the place of a written final.
- On the final day an oral presentation would be required.
- Three categories of topics could be chosen from:
 1. An event, person, culture, art form, commerce, religion, warfare, or anything of interest up until the industrial revolution.
 2. Specific topic of interest from any country in the world.

3. A universal subject matter theme—such as costume dress, money and barter, folk art, etc.

Analysis

1. At the start of this method of assessment I was worried that I had given too much freedom and not enough structure. My final analysis is that if you want students to express their individual uniqueness, it is best not to have too many limitations as any limitation might inhibit some aspect of the students' creative ability. The purpose of this paper was to test this theory. I am very pleased with the results.
2. There were four outcomes that I think were the most important results of this project. They are as follows:
 - An increased sense of responsibility.
 - An increased sense of alternative ways of accomplishment.
 - A definite sense of pride.
 - A much closer bond between the students and me. I feel that they realized that I really care about them. They saw me do all kinds of extra things for them. They saw that I remembered and honored their requests for items which I found somewhere and brought into the classroom for them. I was able to spend extra time with them individually and got to know each one better. It is too early to tell, but I suspect that I have gained their trust and respect and will not have them as discipline problems in the future.

3. I learned that I need to incorporate Multiple Intelligence in my classroom as much as possible. The products probably would have been better had the classes started working this way early in the year.
4. I feel this project was a turning point for one student who was about to drop out. He somehow blossomed when allowed to express himself, and I was able to get to know him better and help him in other areas.
5. Next time I'm sure we can do a similar assignment in less time.
6. I knew that the MI approach had to be working when students who are not in my class would come by and ask if they could take the class because they wanted to work on projects.
7. I believe I learned as much as the students, not only about the value of this method of assessment, but about the resources available at the school.
8. All of the multiple intelligences were addressed. Logical/mathematical was also used quite a bit because a lot of measuring and ruler work was necessary.
9. This whole experience takes a tremendous amount of energy and patience from the teacher, aids, and service students.

Sponsored by the Regions 8 and 11 Professional Development Consortia

Education Round Table Releases High School English and Math Standards

To support efforts to establish higher standards for California's students, the California Education Round Table is releasing its *Standards in Mathematics and English for California High School Graduates* to every high school in the state and is recommending that local districts consider closely these standards as benchmarks for high school curriculum in English and mathematics.

The Round Table, comprised of the leaders of California's education community, has been working with teachers, school administrators, higher education faculty, parents, and business and community leaders for the last year to develop standards that students should meet by the time they graduate from high school.

The Round Table members are State Superintendent of Public Instruction Delaine Eastin, California State University Chancellor Barry Munitz, University of California President Richard Atkinson, Association of Independent California Colleges and Universities Chair Nancy Bekavac, California Community Colleges Chancellor Tom Nussbaum, and California Postsecondary Education Commission Executive Director Warren H. Fox.

"The standards represent unprecedented collaboration by California's educational institutions to develop broad consensus on what teachers are expected to teach and what all students are expected to learn in English and mathematics by the time they graduate from high school,"

Superintendent Eastin said. "This is the key that unlocks the door of success in the 21st century for students whether they are college bound, bound for advanced technical training, or bound directly to the world of work."

The voluntary standards have been distributed to superintendents, high school principals, and school boards throughout the state.

The standards focus on what students should know and be able to do. In mathematics, the standards are grouped under the following six topics: number sense, symbols and algebra, measurement and geometry, functions, data analysis, and mathematical reasoning.

The standards for English are grouped under the topics of reading, writing, grammar, conventions and word usage, speaking and listening, literature, and using information. In addition the document contains sample assignments, student writing, and activities to illustrate how well students have mastered content.

The Round Table has urged the elected and appointed school officials to consider closely these standards for adoption as benchmarks for the high school curriculum in English and mathematics. Schools and communities have the responsibility for establishing local academic standards and for providing a program that will assure that all students meet them.

Superintendent Eastin is currently working with 56 school districts that

have taken a leadership role in using standards as a strategy for improving student performance. These Challenge Districts have adopted high academic standards that are consistent with the standards being released by the Education Round Table.

The Commission for the Establishment of Academic Content and Performance Standards, which was established by Assembly Bill 265, is also currently working to identify content that should be covered in core subject areas at all grades. "I imagine that there will be a high degree of consistency between the Commission's standards and those adopted by the Round Table, because both sets of standards must ensure that our students will be able to compete in the global market place of the 21st century," Eastin said. "The Commission's work should go even beyond the Round Table's work, inasmuch as the commission will also adopt performance standards."

The standards can be viewed on the web site <<http://www.otan.dni.us/certicc>>

Copies can be ordered from the Intersegmental Coordinating Committee, 560 J Street, Suite 390, Sacramento, CA 95814; phone: (916) 324-8593; fax (916) 327-9172; email: certicc@cce.ca.gov

For more information, contact Dave Jolly of the Intersegmental Coordinating Committee at (916) 327-1821.

Statewide Events

May 8-10, Computer-Using Educators
Computer-Using Educators (CUE) Conference
Convention Center, Palm Springs
(510)814-6630;FAX(510)814-0195

May 8-10, California Center for School Restructuring
CCSR Symposium '97
Town & Country Hotel, San Diego
(415)802-5324;FAX(415)802-5422

May 12-16, 11th Annual Government Technology Conference
Sacramento Convention Center
Willie Rivers
(916)657-4446;FAX(916)657-3508

May 22, California Department of Education
1997 Distinguished School Awards Ceremony
Disneyland Hotel, Anaheim
Carol Kennedy
(916)657-4316;FAX(916)657-4978

June 16-18, Calif. Assoc. of Administrators of State & Federal Programs
CAASFEP Conference
Hyatt Regency, Sacramento
Carol Brush
(916)971-7202;FAX(916)971-7212

June 23-24, Business Education Resource Consortium
Developing Assessment Tools for the Classroom Teacher
Dr. Marilyn Whirry, speaker
Country Suites by Ayres, Ontario
Kay Orrell, Project Manager
Allan Hancock College
(909) 869-4495

June 22-26, California Agricultural Teachers' Association
California Agricultural Teachers' Assoc. Summer Conference
California Polytechnic State University, San Luis Obispo
Jim Aschwanden
(916)443-2282;FAX(916)448-0766

July 18-23, American School Food Service Association
ASFSA Annual Conference
Orange County Convention Center, Orlando
(703)739-3900;FAX(703)739-3915

July 17-20, River Glen Elementary School
Two-Way Bilingual Immersion Conference
Asilomar Conference Center, Pacific Grove
Rosa Molina
(408)283-0434;FAX(408)298-8377

Summer Fun

2nd Annual Senior Project Institute is scheduled for Aug. 6 - 8 in Long Beach.

Far West Edge, Inc. hopes to build on the solid foundation laid by the Summer Academy organizers and participating Network schools.

Join us for more reality than rhetoric. Learning, reflection, laughter, thoughtfulness and collegiality.

For more information phone or fax
(541)770-9483 FARWEST EDGE
4259 Innsbruck Ridge, Medford,
OR 97504 or:
e-mail: westedge@cdsnet.net

Business Education Career Path Colloquium

June 16. 8 a.m. - 3 p.m.

Networking opportunities, featured speakers, workshops and recreation.

REGISTRATION DEADLINE

June 9

Ontario Airport Marriott Hotel
Kay Orrell, Project Manager
Allan Hancock College
(805) 922-6966 x3613

Aug. 1 - 5, American Association of Teachers of Korean
AATK 3rd Annual Conference
Mission Palms Hotel, Tempe
John Koo
(602)965-7126;FAX(602)965-8317

Aug. 6-8, California Home Economics Project
Home Economics Leadership and Management Conference
Marriott Hotel, Anaheim
Jeanne Escalera
(209)2789-4236;FAX(209)278-7824

Aug. 11-14, California Department of Education
School's In! Symposium
Convention Center, Sacramento
Terry Givens
(916)654-6853;FAX(916)657-3970

Peruse the CDE web site for nearly up-to-the-minute education news and information.

<http://www.goldmine.cde.ca.gov>

Region 1

Technology Academy
June 22 - 24, 9 a.m. - 4 p.m.
Humboldt County Office of
Education
Eureka, CA
Kathy Schlatter
(707) 445-7083

High Schools on the Move—A
Network Celebration
June 19 & 20
Konocti Harbor Resort
Kelseyville, CA
Barbara Powell
(707) 524-2827

Safe Schools Regional Training
May 7, 8:30 a.m. - 3:30 p.m.
Sonoma County Office of Ed.
Santa Rosa, CA
Cindy Johnson
(707) 524-2876

The Global Environment—An
Interdisciplinary Summer Institute
June 16 - 27
Sonoma State University
Rohnert Park, CA
Miriam Hutchins
(707) 664-2409

Region 2

1998 Secondary Conference
Subcommittee Meetings
May 19, 1 p.m.
Shasta County Office of Education
Cricket Kidwell
(916) 225-0253

1998 Conference Planning Com-
mittee
May 22, 1 p.m.
Shasta County Office of Education
Cricket Kidwell
(916) 225-0253
(see added event at section's end)

Region 3

The Web We Weave: Technology
in the Classroom
June 9 -18, 8 a.m. - 3 p.m.
California State University,
Sacramento
Lori Sampson
(916) 228-2650

Secondary Reading Academy for
Teachers of Grades 7-12
June 16-19 OR Aug. 18-21
8:30 a.m. - 3 p.m.
Sacramento Hilton Hotel, Sacto.
Erika Franzon
(916) 228-2646

Region 4

Network Meeting
May 15, 9 a.m. - 1 p.m.
California High School, San
Ramon
Debbie Lomando
(510) 634-3521 ext.5204

Mini Conference on Instructional
Time
May 3, 8:30 a.m. - 1 p.m.
San Lorenzo High School, San
Lorenzo
Dan Kenley
(707) 745-8325

Region 8

Planning Meeting of New Region
8 Network Schools
May 2, 10 a.m. - 1:30 p.m.
Kern County Superintendent of
Schools Office
Ron Fontaine/Erik Johansen
(805) 388-4410

Region 9B

Technology for Secondary Math &
Science
May 1, 3:30 p.m. - 5 p.m.
Fullerton School District
Kristin Covey

Intro. to Technology for Business
Educators Using the PC
May 12, 8:30 a.m. - 3:30 p.m.
Capistrano Valley High School
Kristin Covey
(714) 966-4461

Introduction to Gradebook Pro-
grams (Middle & High)
May 19, 4 p.m. - 7 p.m.
OCDE Technology Center/B-1026
Kristin Covey
(714) 966-4461

Intro. to Technology for Business
Educators Using a Mac
May 22, 8:30 a.m. - 3:30 p.m.
OCDE Technology Center/B-1026
Kristin Covey
(714) 966-4461

Third International Mathematics
and Science Study (TIMSS)
May 13, 8:30 p.m. - 3 p.m.
Atrium Hotel, Santa Ana
Dianne Camacho or Ed Rodevich
(714) 966-4320 or (714) 966-4391

High School PAL Camp
June 21 - June 24
Camp Ta Ta Pochan, Angeles Oaks
Vicki Walker
(714) 966-4458

Region 11

Network I Meeting
Deepening Our Understanding of
Assessment
May 1, 8:30 a.m. - 2:30 p.m.
Paramount High School
Jeannie Murphy/Jerry Klein
(562) 922-6404

Network N Meeting
Sharing Successful WASCs
May 15, 8:30 a.m. - 2:30 p.m.
Bellflower High School
Bellflower, CA
Jeannie Murphy/Jerry Klein
(562) 922-6404

Dr. Pat Wolfe on Recent Develop-
ments in Brain Research
May 8, 8:45 a.m. - 3 p.m.
Long Beach Marriott Hotel
Sandra O'Kimoto: LACOE
(562) 922-6380

CSLA Symposium
May 6, 7:30 a.m. - 3 p.m.
Sheraton Hotel, Cerritos
Maureen Sanders
(562) 922-6824

Network N Meeting
May 15
Bellflower High School
Jan Oonchitti
(818) 330-0621

Region 2

Diamond Bar Pathways Academy

Pathways Academy is committed to the integration of school and family with the local and global community. The academy will provide a strong academic foundation through an interdisciplinary curriculum, while following the focus on Global Trade and Communications. The students will become part of the community by participating in job shadowing, business mentoring, and internships, as well as service learning.

Diamond Bar Pathways Academy is a California Partnership Academy and will have businesses, communities, and institutions of higher learning as partners. The steering committee includes 28 members.

In Communications Arts, students will explore Pacific Rim literature, prepare reports on the economy and the stock market, write resumes from autobiographies, and will study psychology by examining the personal side of business dealings from a different cultural perspective. They will take personality tests to strengthen life and job skills. In Social Studies, students will understand the geography, economics, and demographics of the Pacific Rim and will learn the importance of international trade and its links from local to global communities. Advertising and marketing will be explored through computer and drawing techniques in Art Tech by making connections between Pacific Rim Art History and present

day. Advertising will be explored through packaging design, television commercial production, and an art director's role. Business Technology Core will include accounting, technology, economics, ethics, leadership, and communications.

All teachers will collaborate weekly to strategize and develop curricula, recruit, select, and register students, and develop individual career plans. The staff will integrate curricula on the career focus, plan for continuous parent contact and participation, give extra student attention, and will meet with the steering committee to plan job shadowing, mentoring, and internships. The steering committee includes: 4 academy teachers, 2 district representatives, 1 site administrator, 1 parent, 3 students, 9 business representatives, 1 ROP administrator, 3 community service representatives, 4 post-secondary education representatives.

Diamond Bar Pathways Academy will open September, 1997. For more information call (909) 594-1405.

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